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SYLLABUS

OF

Courses and Regulations

FOR

The Model Schools

AT

Athens, Chatham, Clinton, Cornwall, Durham, Guelph, Kingston, Madoc, Morrisburg, Napanee, North Bay, Orillia, Perth, Renfrew, and Sault Ste. Marie

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SESSION 1912

ONTARIO
DEPARTMENT OF EDUCATION

TORONTO:
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The Model Schools of Ontario
1912

(Circular No. 4)

LOCATION AND PURPOSE

1.—(1) The Model Schools are situated at Athens, Chatham, Clinton, Cornwall, Durham, Guelph, Kingston, Madoc, Morrisburg, Napanee, North Bay, Orillia, Perth, Renfrew, and Sault Ste. Marie. For the circular dealing with the special provisions at North Bay, apply to the Deputy Minister.

(2) The purpose of the Model Schools is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies.

(3) The affiliated Urban and Rural Schools are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

SESSION

2. The session of the Model Schools will begin on the third day of September, 1912, and will end on the thirteenth day of December, 1912.

CONDITIONS OF ADMISSION

Application to the Deputy Minister

3. Application for admission shall be made to the Deputy Minister not later than August 15th, 1912, on a form to be supplied by him.

4. (1) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) A certificate from competent authority that he will be at least eighteen years of age before December 31st, 1912.

(*b*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:—

(*a*) A certificate of having passed the District Certificate Examination of 1904, or any subsequent year.

(*b*) A certificate of having passed the Examination for Entrance into the Model Schools.

Ministry of Education, Ontario
Historical Collection

(*c*) A certificate of having passed the July Examination for Entrance into the Normal Schools or Faculties of Education, *or* of having obtained 50 per cent. of the aggregate marks in either of these examinations with 34 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School before admission that he is competent in the subjects of the Model School Entrance Examination which are not required at the said July Examinations. For either of the above examinations taken in 1909 or previously, 40 per cent. of the aggregate and 25 per cent. in each paper will be accepted.

NOTE.—After the session of 1913, candidates for admission will be required to submit also a certificate of having passed the Lower School examination for admission to the Normal Schools, or the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for entrance into the Normal Schools.

(3) No one will be admitted to a Model School who does not agree, if successful, in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

NOTE.—Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 2, and comply fully with the conditions prescribed in paragraphs 3 and 4.

DUTIES OF PRINCIPALS AND ASSISTANTS

5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be selected by the Board with the approval of the Minister, and shall be subject to the authority of the Principal.

DUTIES OF TEACHERS-IN-TRAINING

6.—(1) Teachers-in-training shall board and lodge only at such houses as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance at the Model School.

(4) All applicants are strongly advised to review carefully before entering, the work of the Lower School of the High Schools.

(5) Teachers-in-training must provide themselves with copies of all the Public School text-books and the Readers in Geography, History and Hygiene, recommended for Form III.

NOTE.—An intimate acquaintance with the books used in the Public Schools is imperative.

TEXT-BOOKS

7.—The text-books for the academic and professional work shall be those prescribed for the Public Schools. When necessary, the High School text-books dealing with Public School subjects may be referred to and those printed below in italics.

LITERARY SOCIETY

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

EXAMINATIONS

Subjects and Values

9.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records (including Class Tests and Observation and Practice-teaching) and the prescribed final examination.

(*b*) The final examination papers shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (*a*) The examinations in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examination in Groups I and II there shall be one paper on each of the following subjects, and the maximum marks for each subject of the examination shall be as follows: the marks for the Sessional Records in each subject being 20 per cent. of the maximum.

Group I

Professional. Principles of Education, School Organization and Management, each 100.

Group II

Academic and Professional. Arithmetic, Literature, Grammar, History, Composition, Geography, and Nature Study, each 100.

Group III

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially towards the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being as follows:—

Academic and Professional. Art, Music, Reading, Spelling, Writing, Physical Training, and Physiology and Hygiene, each 100; School Law and Regulations, 50.

Group IV

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

CERTIFICATES

10.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, obtain a Limited Third Class certificate without attending a second session, by passing subsequently in the Group or Groups in which he has failed by taking one or more groups at a time. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance at a Model School and who are actually engaged in teaching, shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I, II, and III.

NOTE.—A Limited Third Class certificate issued to a successful candidate at the Model School final examination does not entitle the holder to teach in any school until the certificate has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may on the recommendation of the Inspector concerned, validate a Limited Third Class certificate for the school in charge of said Board for a limited period. Before applying to School Boards the holder of such certificate should make application to the Inspector for information in regard to available vacancies.

PROGRAMME OF STUDIES

11.—(1) The courses of study for teachers-in-training shall consist of the following:

(*a*) A review, as far as time will permit, of the Public School Course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, School Law and Regulations.

(*b*) The Principles of Education and General Methodology, Special Methodology, and School Organization and Management. The academic

review and the special Methodology of each subject should, as far as possible, be taken up concurrently.

(*c*) Supervised Observation in the Public Schools.

(*d*) Supervised Practice teaching in the Public Schools.

ORDER OF THE COURSES

12.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order:

(*a*) The prime essentials of the course in the Principles of Education and General Methodology.

(*b*) A course of Observation in the different Forms of the Public Schools.

As soon as the course begins, one lesson a day shall be given in the course in (*a*) and in (*b*), the total number in each being from ten to fifteen.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School course of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side after the completion of the Introductory Course [12 (1) (*a*)] the course in the Principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished.

(*b*) The minimum number of periods for each of the professional and academic subjects should, as nearly as practicable, be as follows:

The Principles of Education, including the Introductory course, 35; School Organization and Management, 30; School Law and Regulations, 5; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 15; Physiology and Hygiene, 8; Art, 15; Music, 10; Physical Training, 8; Writing, 15

OBSERVATION AND PRACTICE-TEACHING

13.—(1) The Introductory Courses provided for in Regulation 12 (1) (*b*) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) (*a*) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall submit a report upon it to the teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the teacher of the Public School, after consultation with the Principal.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(6) Model lessons for Observation by the students shall be taught by the teachers of the School in accordance with the regular time-table of the Model School.

(7) (*a*) The necessary applications of the Principles of Education and of Special Methodology shall be made systematically by the Model School Principal in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(*b*) Concerted work on the part of the teachers in the Model School shall be secured by frequent conferences, especially at the beginning of the session.

SYLLABUS OF COURSES

Educational Principles and General Methodology

14. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

(1) Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

(2) Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction.

(3) The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

(4) Methods of Instruction: Purpose of methods of instruction.

(5) Questions and answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

(6) Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening or modifying instincts and interests.

(7) Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

(8) Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

(9) Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

(10) Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

(11) Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

(12) Impression and Expression: Their independence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

Books of Reference:—

McMurry: *Method of the Recitation.*
Gordy: *Psychology.*
Tilley: *Methods of Teaching.*

School Organization and Management

15. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school. The course includes the following topics:

(1) *The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the Principal, the Inspector, trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

(2) *Classification*: The value of school organization; evils of over-classification; promotions, when and how made.

(3) *The Daily Programme*: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

(4) *Written Examinations*: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

(5) *School-room Routine*: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

(6) *Desirable School Habits*: Punctuality; neatness in person and in work; accuracy; promptness; quietness; industry; obedience; the relation of the preceding to moral training.

(7) *School Incentives*: Kinds and office; effects on character, on school work, on health.

(8) *Order and Discipline*: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment; the discipline of consequences.

(9) *Physical Education*: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

(10) *The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

(11) *School Law and Regulations*: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 85 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, section 70-1.)

Penalties and prohibitions regarding the buying and selling of textbooks and school supplies. (Department of Education Act, section 28; P. S. Act, section 112.)

The Ontario Public Health Act and regulations, so far as they pertain to teachers, pupils, and the school.

Books of Reference:—

Millar: *School Management.*
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Schools Acts and Regulations.

Special Methodology

16. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons should be followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School course of study, the provisions of which shall be constantly kept in mind.

General Books of Reference:—

The Public School Manuals.
Chubb: Teaching of English.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Geikie: Teaching of Geography.
Annandale: The Concise Imperial Dictionary.
Arlo Bates: Talks on the Teaching of Literature.

I. Language and Composition

17. The special object of the course in Language and Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed, unconscious habit. Special attention should be given to the proper use of the *Ontario Public School Composition.* The course includes the following topics:—

Oral and written composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in oral and written composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for written and oral composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

II. Reading

18. The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thoughts and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

The scope of reading: Its correlation with other subjects; importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, and phonic method; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

III. Spelling

19. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject. The course includes the following topics:—

Scope of spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

IV. Literature

20. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics, to be illustrated fully by reference to the Public School Readers:

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in teaching literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

V. Grammar

21. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

VI. History

22. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

The scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

VII. Geography

23. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of Geography; its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (See course in Experimental Science); excursions in connection with the observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

VIII. Nature Study

24. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of

books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

IX. ARITHMETIC

25. The special object of the course in Arithmetic is to enable the teacher-in-training to use the subject effectively as a means of logical training, and more particularly to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:

The scope of Arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III. should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

X. Writing

26. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. This course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Note.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

XI. Art Work

The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of Art: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective—pencil.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Following is a suggested division of the 15 lessons in Art:—

1. *Lecture by Instructor*: Scope of Art. Correlations.
2. *Plant Study*:
   Class—Grass in charcoal or pencil mass.
   " —Spray of flowers in coloured crayons.
   " —Single leaf in different positions—pencil outline.
3. Flower with stem and leaves—water colours. Flower with stem and leaves—pencil outline. Suggestions by instructor for other ways of handling flowers, as ink mass, neutral values (black, gray and white of paper), and pencil outlines with coloured washes.
4. *Tree Study*: Rapid blackboard illustrations and explanations by instructor concerning proportions, branching and Summer and Winter appearance of trees.
   Class—Tree in charcoal.
   " —Ink mass.
   " —Pencil outline.
   Criticism of work.
5. *Landscape*: Explanations on blackboard by instructor showing (1) rectangle with line representing horizon; (2) rectangle showing line or lines representing a hill or hills above horizon; (3) showing the placing of a single tree.
   Class—Landscape with trees—charcoal.
   " —Landscape with trees—ink.
6. *Landscape*: Demonstration by instructor on sheet of paper at front of room, showing landscape in water colours, with sky, meadow, and distant trees.
   Class—Water colour landscape.
   Demonstration by instructor—crayon landscape.
   Class—Crayon landscape.
7. *Review* of work already taken, classifying subjects and mediums according to grades.
8. *Illustration*: Suitable subjects and mediums for different grades suggested by instructor.
   Class—Game suitable for primary classes—charcoal.
   " —Nursery rhyme, junior grades—brush and ink.
9. *Pose Drawing*:
   Class—Ink mass (3 sketches with rapid criticisms).
   " —Blocking in with pencil (3 sketches and criticism).
   " —Pencil outline (1 sketch).
   Brief explanations and rapid blackboard illustrations by instructor.
10. *Illustration for Senior Grades*: Suggestions and explanations by instructor.
    Class (1) Pencil outline with suitable title lettered underneath, using a pose already taken and composing the drawing within a rectangle.
    (2) Illustration of suitable verse, using similar arrangement to first—pencil outline.
11. *Colour Study*: Neutral values. Colour harmonies and the graying of colours. Explanations by instructor. Class to take notes.
    Class—Finishing of outline illustrations made in last lesson with flat washes, one in neutral values, one in grayed colours. All shapes when dry to be outlined with black.

12. *Object Drawing*: Explanations by instructor concerning mediums and suitable objects for primary, junior and senior grades.

Class 1. Mass drawing of object from memory after study of object—using ink.
2. Foreshortening of circle and cylindrical object in pencil outline.
3. Pencil drawing of object from the model, showing light and shade.

13. *Freehand Perspective*: Principles of Parallel and Angular Perspective. Blackboard demonstration by instructor.

Class 1. Rectangular object in Parallel Perspective—pencil.

Class 2. Rectangular object in Angular Perspective—pencil.

14. *Design:* Single units. Repetition in borders and surface patterns. Blackboard demonstration by instructor.

Class—(1) Border in pencil or coloured crayons.
(2) Surface pattern—pencil outline.

Suggestions by instructor for application of single units, borders, and surface patterns to cards, book covers, and other constructed objects.

15. *Review*: Classifying work and mediums according to grades.

Blackboard Drawing should be illustrated each day by work of instructor. A few members of the class should work out the problems in chalk and charcoal on the blackboard while the remainder of the class use other mediums at their seats.

Teacher's Outfit: The teacher's outfit may be as elaborate as he wishes, but for all work before classes he should use the same outfit as the class:

1. Paint box containing blue, red, yellow, and black.
2. Drawing pencil "B" or "BB" according to make. The ordinary school pencil is the only other lead pencil required.
3. Soft charcoal.
4. Coloured crayons (crayograph or crayola).

Books of Reference:—

Prang's *Text Books of Art Education;* 7 books, $2.40.
Prang's Drawing Course.

XII. Music

The special object of the course in Music is to qualify the teacher to undertake the teaching of simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein. The course includes the following topics:—

Tune:

Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in any key.

Time:

Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture:

Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs:

The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades, as may be found practicable in the time available for this purpose.

Following is a suggested division of the 10 lessons in Music:—

1. *Tune*: Introduction of the tones of the Tonic Chord, Doh, Me and Soh.
   Time: Introduction of the Pulse, or beat, as the unit of measurement in Time. Develop the regular recurrence of pulsations, their varied accents and consequent grouping into Measures of two, three and four pulses each.
2. *Tune*: Review of first lesson with introduction of the octaves of the tones Doh, Me and Soh.
   Time: Introduction of Continued-tones with practice of exercises containing examples of tones of two, three and four pulses in length.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "Little Eyes," "Hear the Merry Church Bells."
3. *Tune*: Modulator Drill on tones already studied.
   Introduction of the tones Te and Ray with their octaves.
   Time: Singing exercises containing the new tones in combination with the elements of Time already studied.
   Songs: Introduce songs combining Te and Ray with the tones of the Tonic Chord. Examples: "Cheeks of Rose," "Milkweed," "The Bluebird."
4. *Tune*: Modulator Drill with intervals slightly increased in difficulty.
   Time: Introduction of Six-Pulse Measure.
   Songs: Introduce songs in six-pulse measure containing all tones previously studied. Examples: "There Cometh a Dove," "May Day."
5. *Tune*: Modulator Drill. Introduction of the tones Fah and Lah, thus completing the Major Scale.
   Time: Introduction and explanation of Time-Names Taa and Aa.
   Introduction of the Divided Pulse with new time-name Taatai.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "The Raindrops' Ride," "Morning Hymn," "Sweet the Quiet Evening."
6. *Tune*: Modulator Drill, occupying about five minutes.
   The greater part of the lesson period should now be devoted to a practical application of all previous lessons to the study of more advanced songs in contrasting measures and rhythms. Examples: "Little Boy Blue," "Bye-lo-land," "Beauty Everywhere."
7. *Tune*: Modulator Drill, including leaps to any tone of the Major Scale.
   Time: Introduction of Half-pulse Continuations with time name Taa-aatai.
   Songs: Examples: "Ring Out the Bells," "Home, Sweet Home," "Slumber Song."
8. Five minutes' Modulator Drill, followed by the study of songs of a more advanced character. These should first be analyzed as to the number of beats contained in a measure, the various time values of the notes, and the intervals likely to cause difficulty is singing. These should be made the subject of a short modulator drill as they are discovered. Examples: "White Caps," "March," "Spring Voices," "Easter Hymn."
9. *Tune*: Five minutes' Modulator Drill.
   Time: Introduction of the Silent Pulse with its time-name *saa*.
   Songs: Examples: "Easter Hymn," "Good-bye to Summer," "Lightly Row," "The Land of Nod."
10. *Tune*: Five minutes' Modulator Drill.
    Time: Introduction of the division of the pulse into Quarters, with the time-name Tafatefe.
    Songs: Examples: "Our Flag," "The Maple Leaf," "Merrily the Cuckoo," "Lovely May."

NOTE.—Although no specific mention of Voice Training has been made it is advisable that the teacher should, as far as practicable, explain the advantages of forming correct habits of breath control and tone placing. It will be found of much benefit at the commencement of each lesson to give a few minutes' drill in singing sustained tones to the various vowels.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

XIII. PHYSIOLOGY AND HYGIENE

29. The object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

XIV. PHYSICAL TRAINING

30. The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.

BOOK OF REFERENCE:

The Syllabus of Physical Exercises for Public Elementary Schools, 25cts. The Copp, Clark Co., Toronto.